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ABSTRACT

The Campus Climate Research Group at the University of Georgia conducted a survey to explore safety and acceptance issues for lesbian, gay, transgender, and queer (LGBTQ) students at the university. The findings are based on 82 questionnaires returned form 223 surveys distributed to the LGBTQ community in fall 2001. The research results indicate that the University's educational mission has yet to be fulfilled for LGBTQ respondents. Findings suggest that the University treats anti-gay behavior as an inevitable fact of life and places the blame on the gay person rather than educating those doing the harassing. Ninety percent of respondents reported hearing anti-gay remarks or jokes, and three of every four respondents knew someone who had been verbally harassed because of sexual orientation. Nearly half of respondents had experienced prejudice, and half of the respondents said they did not feel safe on campus. Undergraduates reported more incidents of anti-gay bias than did graduate students. No student reported positive experiences in regard to leadership, direction, or interventional help at the highest administrative level. Recommendations are made to improve the campus climate for LGBTQ students. These recommendations center on full implementation, publication, and enforcement of the University's antidiscrimination policy and greater responsiveness by the newly created Office of Institutional Diversity. Three appendixes contain a list of institutions that have conducted similar surveys, the University's sexual orientation nondiscrimination policy, and the survey. (Contains 3 tables and 24 references.) (SLD)

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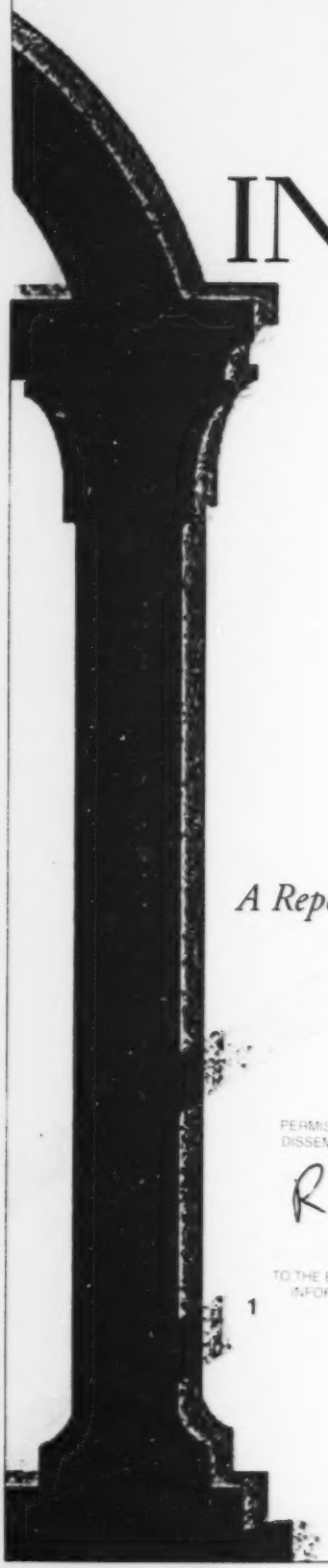

IN THE SHADOW OF THE ARCH

Safety and Acceptance of Lesbian, Gay, Bisexual, Transgender and Queer Students at the University of Georgia

A Report Issued by the UGA Campus Climate Research Group

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In 1858 the University of Georgia commissioned the Athens Foundry to build a wrought iron gate and fence to replace the wooden structure that surrounded the university. Three columns representing wisdom, justice and moderation support the Arch, which originally served as the gate into campus and was meant to symbolize the state constitution. Today, the Arch is used as a symbol of the University of Georgia. This report presents the results of a campus-wide survey of LGBTQ students. The findings reveal an absence of moderation caused by homophobia and heterosexism. These oppressions cast a shadow on LGBTQ students' access to wisdom and justice.

IN THE SHADOW OF THE ARCH

Safety and Acceptance of Lesbian, Gay, Bisexual, Transgender and Queer Students at the University of Georgia

*A Report Issued by the UGA Campus Climate Research Group**

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The University of Georgia
Athens, Georgia

April 17, 2002

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EXECUTIVE SUMMARY

In the Shadow of the Arch:

Safety and Acceptance of Lesbian, Gay, Bisexual, Transgender and Queer Students at The University of Georgia

The University of Georgia (UGA) is a Research One institution in the southeastern U.S. Its educational mission includes fostering "understanding of and respect for cultural differences necessary for an enlightened and educated citizenry." For more than ten months, The Campus Climate Research Group—composed of faculty, staff, and students—explored safety and acceptance issues for lesbian, gay, bisexual, transgender, and queer (LGBTQ) students at the university. The findings are based on eighty-two (82) questionnaires returned from 223 surveys distributed to the LGBTQ community in Fall 2001. The research results indicate that the University's educational mission has yet to be fulfilled for LGBTQ respondents.

One respondent astutely characterized the university's response as follows:

> *"The university treats anti-gay behavior as an inevitable fact of life and places the blame for such behavior back on the gay person himself rather than educating those doing the harassing."*

Data from the Final Report show:

- Nine of every ten (90%) respondents reported hearing negative (e.g.,"anti-gay") remarks or jokes;
- Three of every four respondents (74%) knew someone who had been verbally harassed because of their sexual orientation;
- Three of every five respondents (59.8%) knew someone who had been shunned because of their sexual orientation;
- Nearly one of every two (46.3%) respondents had experienced prejudice somewhere on campus;
- More than one in four (25.9%) students did not feel that UGA was a safe place;
- Half of the respondents (50%) said that they did not feel safe off campus;
- One in eight (12.5%) did not feel safe in their residence hall or apartment;
- Fewer than one in ten (7.4%) did not feel safe in classrooms and campus buildings;
- Women were more likely than men to respond that they perceived UGA to be unsafe;
- Almost one of every ten respondents (8.6%) had personally experienced property destruction;
- Almost one of every ten (8.6%) respondents had been threatened with physical violence;
- Undergraduates were significantly more likely than graduate students to know someone who had experienced property damage because of his/her sexual orientation;
- Undergraduates were also significantly more likely than graduate students to know someone who had experienced physical violence because of his/her sexual orientation;
- Two of every five (40.0%) had experienced prejudice in downtown Athens;
- No student reported positive experiences in regard to leadership, direction or interventional help at the highest administrative level.

Recommendations in the Report include:

- Full implementation, publication, and enforcement of the university's anti-discrimination policy to safeguard against hate speech, anti-gay behavior and violence, and uphold the rights of LGBTQ students (as well as faculty, staff and administrators);
- Greater responsiveness by the newly created Office of Institutional Diversity (OID) to LGBTQ issues, recognizing that sexual orientation and gender identity are the main commonalities across all marginalized as well as mainstream groups. This could be accomplished by initiating a university-wide advisory committee to OID for LGBTQ affairs;
- Creation and support (including budgeting) of a permanent, staffed Resource Office for LGBTQ students, faculty, and staff;
- Endorsement and support of the current initiative to create a Safe Space Program at the University of Georgia;
- Endorsement and support of current efforts by the Office of the Dean of Student Affairs to assist LGBTQ students;
- Endorsement and support of the Department of Adult Education's efforts to establish diversity training throughout the university;
- Endorsement and support of the Department of Adult Education's efforts to establish a Center for LGBTQ Issues in Education, focusing on the needs of adult populations (faculty and staff training, teacher in-service, and continuing professional development);
- Advocacy for further research and studies pertaining to the campus climate for LGBTQ students;
- Increased educational programs for all UGA students related to sensitivity to issues of safety and acceptance of LGBTQ students, particularly those identified in the report (e.g. residence hall staff and fraternity members);
- Increased educational programs and training related to issues of safety and acceptance of LGBTQ students for UGA's Campus Police—anti-gay violence, hate crimes, and prejudice must be more clearly understood;
- Establishment of closer relations with the Athens-Clarke County Police to ensure sensitivity to LGBTQ issues and to signal that the university will work with municipal authorities to eradicate anti-gay violence, hate crimes, and prejudice based on sexual orientation and gender identity;
- Engagement in dialog with various faith families, especially Christian churches and communities, to establish better understanding about LGBTQ issues.

INTRODUCTION TO THE STUDY

Interest in meeting the needs of lesbian, gay, bisexual, transgender, and queer (LGBTQ) students is growing, largely as a result of three general trends: (1) acknowledgment by educators that all identifiable groups of students need support unique to their situations; (2) the increasing number of students declaring their homosexuality; and (3) increasing victimization of lesbians and gays. Among supporting arguments is the fact that educators have a social responsibility to provide an environment that supports learning for all students — including LGBTQ individuals — that is free from physical and psychological abuse (Sears, 1987). While a growing number of colleges and universities are sites of Lesbian and Gay Studies programs (Wilton, 1993),

have safe harbor initiatives, fund and staff LGBTQ resource centers, and support hotlines for self-confirmed or questioning students, UGA has been slow to respond. This situation is deemed unacceptable by the Campus Climate Research Group, especially in light of FBI crime statistics for 2000 revealing that 16.1 percent of all hate crimes are because of the victim's sexual orientation. Race-based hate crimes represent 53.8 percent of all reported hate crimes, with hate crimes against homosexuals representing the third largest category reported (FBI Uniform Crime Reports).

Sears' research (1992) has shown that, while educators express the need to be proactive on issues related to sexual orientation and gender identity, high levels of personal prejudice, ignorance, and fear stymie their support and interventional help. Evans and Wall (2000) have suggested that a way to assess the lack of attention paid to LGBTQ issues on college campuses is to initiate a university-wide advisory committee — something that we endorse.

Since LGBTQ issues in higher education represent an emerging field (Baker, 1991; D'Emilio, 1990; Evans & Wall, 1991; Wall & Evans, 2000), a growing number of resources are available. The National Consortium of Directors of LGBT Resources in Higher Education (<http://www.lgbtcampus.org/about.html>) is actively building the discipline.

Where data are available, students' sexual orientation and gender identity are often characteristics that require attention in order for learning opportunities to occur, yet research suggests few schools and universities adequately address the needs of LGBTQ students (Walters and Hayes, 1998). As a result, researchers at numerous colleges and universities have undertaken surveys to determine campus conditions for LGBTQ students (see Appendix 1) in an effort to gain knowledge of appropriate responses to the unique challenges present in LBGTQ learners' lives.

This report, to our knowledge the first of its kind on LGBTQ students at the University of Georgia, is comprised of four parts: (1) Rationale and Methodology, (2) Quantitative Summary of the Campus Climate Survey, (3) Qualitative Summary of Campus Climate Survey, and (4) Recommendations.

RATIONALE AND METHODOLOGY

Survey Development

Research on safety and acceptance of LGBTQ[1] students at UGA, in the form of a survey, began as a project for the course, EADU 6000, Lesbian and Gay Issues in Adult Education, in the Department of Adult Education (School of Leadership and Lifelong Learning) during the Summer Semester 2001. The graduate students[2] involved in this project undertook an extensive review of campus climate surveys conducted at universities across the United States. Based upon their findings, and in an effort to further explore the issue, a Campus Climate Research Group was organized in Fall 2001 to carry on their survey work. The members of this group are faculty, staff and students familiar with quantitative and qualitative research methodologies. Based upon the suggestions of a quantitative consultant, and through discussions of the Campus Climate Research Group, a survey (Appendix 3) was finalized and distributed in late Fall, 2001.

Sampling

Because the Campus Climate Research Group recognized that (a) LGBTQ individuals and communities are often marginalized, (b) some LGBTQ students desire not to self-identify, and (c) individuals may manage their identities out of fear (Grayson, 1987), selecting sampling techniques for LGBTQ research can be problematic. In fact, difficulties in exploring LGBTQ groups are well known, and the small number of published studies — together with methodological limitations — make drawing precise conclusions on this type of research difficult (Bieschke, et al., 2000), but not impossible.

As one consequence of these methodological difficulties, this survey was conducted anonymously.[3]

Because LGBTQ populations are often undetectable, network recruitment through LGBTQ organizations and individuals was used to distribute campus climate surveys. Representatives from the Campus Climate Research Group attended organizational meetings of three LGBTQ-friendly groups[4] — Lambda Alliance; Gay Lesbian or Bisexual Employees and Supporters (GLOBES); and Allies & Friends — to discuss the project and to distribute questionnaires. In addition, email announcements and flyers provided information about the survey, with contact data for individuals to request an instrument. Thirteen surveys were mailed directly to participants in response to requests. In total, 223 surveys were distributed to the LGBTQ community; eighty-two (82) surveys were returned.

In addition to the survey, a pre-paid envelope was provided so that students could return the questionnaire either in the U.S. postal system at no cost, or by way of campus mail. In all cases, delivery was made anonymously to the Department of Adult Education office.

Respondent Demographics

The demographic profile of survey respondents roughly mirrors that of the student body at University of Georgia. Because of the study's sampling method and the impossibility of discovering the population demographics for the LGBTQ citizenry of the United States, as a whole, and UGA, specifically, these results cannot be considered generalizable to the true LGBTQ student population at UGA. Nevertheless, below, we provide LGBTQ student survey respondents' demographics alongside University of Georgia figures.

As reflected in Table 1, an equal number (41 each) of respondents to the survey were female (50%) or male (50%). The age for survey respondents ranged from 17 to 59 years, with the majority under the age of 25 (59.8%).

[1]Throughout the report we use LGBTQ to reflect the identities selected by participants. None of the respondents indicated that they were transsexual or intersexed.
[2]Thanks are due Dov Estroff, Jamie Lewis, and other students for assisting in this project in EADU6000. Acknowledgment of their assistance does not necessarily signal their endorsement of this report or opinions expressed herein.
[3]The CCRG obtained approval from the UGA Institutional Review Board in order to conduct research with human subjects (See Appendix 3).
[4]See Lambda Alliance at <http://www.uga.edu/lambda>; GLOBES at <http://www.uga.edu/globes>; and Allies & Friends at <http://www.uga.edu/af>.

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Table 1: Demographics

	LGBTQ Student Respondents (n)	**All UGA Students** (2001 Fact Book)
Women	50% (41)	57%
Men	50% (41)	43%
White	77.8% (63)	87%
Black	4.9% (4)	5.7%
Asian	3.7% (3)	3.7%
Other (including Multi-Racial)	13.3% (11)[5]	3.2%
Under Age of 25	59.8% (49)	77%
Undergraduates	63.4% (52)	77%
Graduate Students	36.6% (30)	23.7%
Arts & Sciences	57.3% (47)	42.3%
College of Education	20.7% (17)	15.3%
College of Business	6.1% (5)	20.4%
College of Agriculture and Environmental Science	2.4% (2)	4.4%
Other	13.3% (11)	17.4%

[5]This question was open-ended which may account for the number of individuals identifying multiple ethnicities.

For the university, most UGA students are under the age of 25 (77%). For the survey participants, more were undergraduates (63.4%) than were graduate or professional students (36.6%). Enrollment at the university is predominately undergraduate students (76.3%) with professional and graduate (23.7%).

Sexual orientation and gender identity of the respondents were distributed as follows: Bisexual (7.3%, n=6), Lesbian (23.2%, n=19), Gay (42.7% , n=35), Queer (4.9%, n=4), and Transgender (1.2%, n=1). Seventeen (n=17) self-identified using multiple descriptors.

Quantitative Summary of Survey

Results

The survey examined two main areas of campus climate: safety (which includes comfort and violence issues) and acceptance. For each category, there were several questions. In the following analysis, the responses are discussed by category. Additionally, Table 2: Summary of Responses lists all questions and percentage response rates we obtained.

Safety on the UGA Campus and in the Athens Community

One in four students did not feel that UGA was a safe place. Half of the respondents said that they did not feel safe off campus, and 12% (one in eight) did not feel safe in their residence hall or apartment; almost 8% did not feel safe in classrooms and campus buildings. There was a difference between males and females in regard to their perception of UGA as a safe place; women were more likely to respond that it was unsafe (χ^2 = 10.437, p-value = .001).

Twelve questions addressed specific issues of safety and comfort on campus. These questions asked students to report about hearing negative remarks or jokes, seeing anti-gay graffiti on campus, and about their personal expe-

riences of being shunned, verbal harassment, having property damage, feeling the threat of physical violence, or experiences of actual physical violence. Additional questions queried students about knowing someone who had experienced being shunned, verbal harassment, property damage, the threat of physical violence, or actual physical violence because of their sexual orientation.

Hearing negative remarks or jokes was the most common incident experienced (nine of every ten individuals). Knowing someone who had been verbally harassed and knowing someone who had been shunned were the next most common experiences. Almost 1 in 10 respondents (9%) had personally experienced property destruction, and the same number (1 in 10) had been threatened with physical violence. Two and a half percent (n=2) of the participants reported experiencing physical violence.

There were differences between undergraduate and graduate students in their responses to several of the questions. Undergraduate students were significantly more likely to know someone who had experienced property damage (χ^2 = 6.4, p-value = .011) and to know someone who experienced physical violence because of his/her sexual orientation (χ^2 = 5.626, p-value = .018).

Perceptions of Prejudice on Campus

Seven questions asked participants if they had experienced prejudice on campus because of their sexual orientation. Nearly 1 of every 2 respondents (over 46%) had experienced prejudice somewhere at UGA. Many had experienced prejudice in a social setting (44.3%) and in downtown Athens (40%).

There were some differences between undergraduate and graduate responses to prejudice questions. Graduate students were significantly more likely to report experiencing prejudice from faculty (χ^2 = 7.529, p-value = .006), prejudice from administrators or staff (χ^2 = 9.346, p-value = .002), and prejudice anywhere on campus (χ^2 = 5.493, p-value = .019).

One question asked whether the official university response was adequate to their needs when they reported problems because of their sexual orientation. Many individuals (67 of 82) responded "not applicable" to this question. This does not necessarily imply that these students

Table 2: Summary of Responses

Safety Issues

Percent Who Responded "No" (n)	
Feel safe off-campus	50.0% (40)
Feel UGA is a safe place	25.9% (21)
Feel safe in residence hall or apartment	12.5% (8)
Feel safe in classroom and campus buildings	7.4% (6)

Percent Who Responded "Yes"(n)	
Heard negative remarks or jokes	90.2% (74)
Know someone who has been verbally harassed	74.1% (60)
Know someone who has been shunned	59.8% (49)
Seen antigay graffiti on campus	51.3% (41)
Experienced verbal harassment	43.8% (35)
Know someone who has been threatened with physical violence	42.7% (35)
Know someone who has experienced property destruction	41.5% (34)
Know someone who has experienced physical violence	40.2% (33)
Shunned because of sexual orientation	32.9% (26)
Experienced property destruction	8.6% (7)
Threatened with physical violence	8.6% (7)
Experienced physical violence	2.5% (2)

Acceptance Issues

Percent Who Responded "No" (n)	
Have found the official university response to be adequate to meet my needs when I have experienced problems due to my sexual orientation (67 marked Not Applicable)	86.7% (13)

Percent Who Responded "Yes" (n)	
Have experienced prejudice anywhere on campus	46.3% (38)
Have experienced prejudice in social setting	44.3% (35)
Have experienced prejudice in downtown Athens	40.0% (32)
Have experienced prejudice in classroom	22.5% (18)
Have experienced prejudice in residence	19.0% (15)
Have experienced prejudice from administrators or staff	17.3% (14)
Have experienced prejudice from faculty	16.0% (13)

had no problems, rather — based on the qualitative data — we believe that in some instances students failed to approach the administration. Of those who sought assistance, the majority (86.7%, n=13) expressed dissatisfaction with the administration's responses.

Respondent Openness about Sexual Orientation

Interestingly, LGBTQ student respondents reported a relatively high degree of consistency regarding openness about their sexual orientation both on and off campus (Pearson's correlation, r = .675). Table 3, a cross-tabulation of the two ordinal questions, illustrates that a respondent reporting "open with most" at UGA also tended to report "open with most" outside of UGA. Similarly, for those reporting being "open with a few trusted people" at UGA, that same person tended to report being "open with a few trusted people" outside of UGA.

Qualitative Summary of Open-ended Survey Questions

Survey participants were provided with the opportunity to respond to the following three open-ended questions. One question (number 25) asked the students to describe a time they felt most unsafe or threatened on campus. Another question (number 26) asked participants to describe the most difficult challenges at UGA as a LGBTQ person. The final open-ended question (number 27) asked students to describe the positive aspects of life at UGA as a LGBTQ person.

Qualitative Analysis

Several members of the Campus Climate Research Group formed a qualitative team that independently conducted thematic analyses of the narrative responses. Texts from the three open-ended questions were coded and analyzed for categories of commonality. The qualitative team then collectively explored the categories, arriving at 16 themes, described below.

The Coding Process

Numerous "key words" emerged when the narratives were coded from the perspective of the research purpose (i.e., to assess safety and acceptance). These were sorted into groups according to their prevalence of occurrence. Major groups included: (a) concerns about diminished quality in student life, captured in comments on educational settings, community building, and visibility (39 references appeared in the narratives); (b) relationships with classmates, peers and supervisors (31 times); (c) prejudice, fear and hostile environments (mentioned 27 times); (d) relationships to professors and the administration (18 comments); (e) the role of fraternities and residence hall life in shaping the campus climate (18 instances); (f) self-accept-

Table 3: Respondent Openness about Sexual Orientation

	Openness outside UGA					
	Not open	Open with a few trusted people	Open with many	Open with most	Totally open	TOTALS
Openness at UGA						
Not open	1	1	-	-	-	2
Open with a few trusted people	3	10	2	1	-	16
Open with many	-	3	6	6	-	15
Open with most	1	3	9	11	5	29
Totally open	-	1	1	8	9	19
TOTALS	5	18	18	26	14	81

All cells contain counts (n)

ance, coping, being "out," and personal struggles (brought up 16 times); (g) internalized homophobia, acceptance of substandard conditions in their life world, and dismissal of oppressive treatment (10 comments); (h) the role of culture, including regionalism and Christianity (9 statements); (i) the struggle for voice, backlash and anti-gay remarks (mentioned 8 times); (j) issues of difference within difference emerged in comments by persons of color (3 times); and (k) critiques of LGBTQ communities, including apathy and marginalization of gays by gays (3 times). From these groupings, the following themes emerged.

Safety on Campus and in Community

Only thirteen (13) out of the eighty-two (82) respondents stated that they did not feel "unsafe" at UGA. One student commented:

I have never felt unsafe on campus, however, I feel I must make it known that I have only been on campus for about two weeks and have not really been [here] a sufficient amount of time to make a definitive statement about my safety.

On the other hand, the vast majority expressed — in varying ways and to varying degrees, as expressed below — concern about safety because of their sexual orientation or gender identity.

Theme 1: Threats and Shunning From Males

Students mentioned that the perpetrators of the threats they experienced were male students. Only one participant told of being harassed by women. These responses referred to incidents that occurred in residence halls by males or from "frat boys." The following quotes are reflective of the responses included in this theme:

A group of frat boys called me "fag" when I walked past them with my dog. One of them said, "Hey look at the FAG!"

I was cornered in [a] Russell Hall bathroom and taunted/teased for 15 minutes. I feared for my physical safety and afterwards did not feel safe in my residence hall.

Theme 2: Night Time and Downtown Athens

Based on the responses received, LGBTQ students felt particularly vulnerable at night. A student recounted the following incident:

I was walking to my car at night and a truck full of drunk men circled around and told me that I was only a lesbian because I'd never had a "real" man and they would be willing to show me what a "real" man felt like. Luckily, my friends caught up to me and they drove away. I carry pepper spray now.

Downtown Athens, especially outside a local bar frequented by LGBTQ students and UGA's North Campus were identified as unsafe places for LGBTQ individuals at night. For example, the following responses were received:

At night in downtown Athens if I am with my girlfriend. I never feel "safe" being myself when I am out at night — whether that be simply eating dinner, or drinking in a bar, unless I am inside [name of bar].

Walking home from downtown one night in a group, being yelled at several times by a group of guys in a pickup truck.

At night walking from [name of bar] through North Campus to my dorm. Right outside [name of bar] and North Campus are particularly unsafe places.

Theme 3: Football and Alcohol

Football games and football weekends emerged often as unsafe situations for LGBTQ students. For example:

The most unsafe times I have experienced at UGA [are] football weekends. Gameday has become so focused on alcohol that once the fraternity boys get drunk no gay person is safe in their path — especially not lesbians.

Respondents cited alcohol use and the presence of "frat boys" in relation to football as creating unsafe situations. One student wrote the following:

On football weekends walking around campus (most specifically parking lots) where tailgaters were. Dangerous mixture of alcohol and ignorance. I have received personal threats on such occasions.

Another commented, as follows:

I was walking on the bridge by Legion Pool when I came upon 20 or so frat boys with paddles (they were hazing). They let me across but not without exchanging some words.

Theme 4: Women's Issues

Several women emphasized that irrespective of sexual orientation or gender identity, they were not safe at UGA. These fears were directly related to their status as women. The following quote from one female is reflective of these responses:

I have never felt unsafe or threatened as related to being queer. I have felt the common fears a woman feels when walking alone, etc., but these are gender related and have nothing to do with sexuality.

Experience Related to Prejudice and Acceptance

Theme 5: The Struggle for Voice and the Fear of Backlash

Some students felt that retribution could be expected as a consequence of visibility and breaking the silence that surrounds sexual orientation and gender identity, as illustrated in this remark:

After National "Coming Out" Day because there was so much backlash from straight students relating to a picture in the paper. People were verbally expressing negative feelings towards homosexuals both in social settings and in the Red and Black *[UGA's student press]. People who I thought to be safe and understanding were showing their feelings of prejudice which varied from "little" to "intense." I felt completely uncomfortable with reactions.*

National coming out day was ripped apart by all (newspaper, comments, etc).

For the following student, repercussions have never materialized despite fear that they will:

Sometimes I do worry about backlash, but I have yet to experience it.

Theme 6: Relationships to Professors and the Administration

Faculty Relationships

Student responses regarding their relationships to professors were varied. In some instances, they felt that faculty were supportive and understanding or, at least, did not present obstacles to them, exemplified by the comment: *The faculty and staff have not been a big problem.*

Other remarks included:

I do know that numerous professors' residents [and] interns have been aware of my sexuality during my time at UGA but, I have never received what I consider to be overt discrimination while [on] campus.

Faculty members were also cited for "not liking gays/lesbians," not creating "space for productive/safe discussion of LGBTQ issues," and lecturing about "homosexuality as a perversion." Finding support for, and inclusion of, lesbian and gay issues were listed by several respondents as primary concerns. Anxieties about "coming out" to university employees, or being discovered, were common occurrences. Statements that support this observation included:

I have to worry about how being an out queer woman is going to affect my dealings with administrators, staff and faculty at the university.

Infrequently strong comments were offered on overt discrimination by faculty, for example:

As a gay person it is difficult to hear fellow students and even professors make homophobic remarks.

Another student wrote the following:

I have perceived a veiled level of hate toward me exhibited by fewer opportunities presented to me than before I came out. I have heard second hand comments from one professor specifically that have been particularly disturbing.

Administration Relationships

While feelings varied about faculty acceptance of LGBTQ students, respondents were unequivocal regarding the lack of support from the UGA administration, as illustrated by the remarks:

An administrator who is supposed to be a supportive student activities coordinator was friendly, helpful, even motherly towards me until she read an ad I was putting up. In the ad I stated that I was looking for a roommate who was "queer or queer positive." Her face immediately became hostile and her welcoming aura turned to stone. She hurried me out of her office and locked the door. I thought, "Well, I can never talk to her again."

[UGA is an] unwelcoming environment by other students, and reinforced by administrators lack of action or direction.

I have heard that administration is unresponsive to student complaints about professors, etc. that perpetrate/ allow discrimination in the classroom.

While the authors of this report acknowledge some level of administrative support for LGBTQ students, no participant reported positive experiences in regard to leadership, direction or interventional help at the highest administrative level. However, one student did respond, as follows:

... [the] residence hall administration seems to be very open minded and supportive.

Typical of the responses was the comment that while students did not experience explicit anti-gay acts, they were impacted by

...heterosexism fostered by ignorance and university bureaucracy.

Concern about the administration's level of commitment to creating and sustaining a safe campus climate extended beyond apprehension about the student population, as shown in this quote:

I don't feel like the university really values the LGBTQ students, faculty, etc., who are here.

One student identified the following as a major challenge:

Trying to get the administration to be a little brave on gay issues.

Theme 7: Relationships to Law Enforcement

Students also expressed doubts about whether UGA's campus police or Athens-Clarke County police would be helpful and cited instances of inadequate responses or negative experiences when interacting with police. The following is indicative of students' comments with regard to UGA campus police:

When I lived in Creswell, my hallmates constantly harassed me. Once night they wrote graffiti on [my] whiteboard. I got the University police involved but they weren't able to assist me at all.

This comment is an example of concerns expressed about the Athens-Clarke County police:

In Athens, I have been harassed for "driving while dyke" [I was] pulled over because I hadn't put my renewal sticker on my plate and told they might have to take me in. "If this checks out we will probably be able to let you go."

Theme 8: Educational Settings, Building Supportive Communities, and Visibility

Responses to questions, based on students' experiences, were dominated by feelings of diminished student life. Students stated that hostile environments existed across the UGA campus and in local surroundings.

The classroom was frequently mentioned as the most difficult space in which to negotiate one's sexual orientation or gender identity, as illustrated in the following comments from different individuals:

[Challenges are] finding faculty support [and the] exclusion of queer issues in classroom settings.

The biggest challenge is probably — when and how to address GLBTQ issues in my classroom.

I hate the looks, laughs and beliefs that [suggest] it's a faux paux [sic] to mention gay related topics in class.

Overhearing casual conversations or opinions being voiced in class that slander GLBTQ people.

Deciding how "out" I want/need to be in classes and general school life.

Many respondents identified classroom settings as places were LGBTQ students experienced threats. For example, one student wrote:

I had a class on the South side of campus with many guys who threatened to harm gays any time a gay issue was reported in the Red and Black *newspaper.*

The recommendation most often offered to remediate the hostile environment was for more education. This is reflected in comments by two students, one wrote:

The university treats anti-gay behavior as an inevitable fact of life and places the blame for such behavior back on the gay person himself rather than educating those doing the harassing.

Another offered the following:

I think all students should have a mandatory sexual orientation-like class to graduate — to force open their minds — even if only for a semester.

Educational efforts were not only cited as a means to remedy the negative climate, but were also offered as a means to aid LGBTQ students. One respondent suggested that

I feel a staff member or a queer office would be a wonderful tool to connect [gay and lesbian] students and educate them on their options, etc.

Community-building was a topic of overall concern for LGBTQ students. It was manifested in comments about meeting/finding similar individuals. One participant in the survey stated:

The most difficult challenge facing UGA students in my brief experience is finding a support group that provides assistance to those newly entering students who feel as though they have a different sexual orientation.

The following comment reflects a sentiment expressed by many students that there was a need to get

...to know one another in our classes or work environments.

For some, finding other LGBTQ people with whom to socialize and network was not enough; they expressed the need to locate support and friendship regardless of the others' sexual orientation or gender identity. A respondent offered that one of his/her biggest challenges was

...finding others who I can relate to or who accept me just as I am.

A majority of the students identified the strong LGBTQ community as a source of enrichment and support. The following comment from a student exemplifies the way

many students responded about community:

For the first time in my life, UGA and Athens offer a supportive and understanding community — the gay community though small — having [people] who understand was very important.

However, the students did express concern about taking time to find others who were LGBTQ. For example, one student wrote:

People in the community are supportive — if you have time to find them.

Although many students found UGA and Athens to be tolerant, they still expressed concern about not being open about their sexuality. As an example of this concern, the following quote is provided:

There are many of us here, it's just no one wants to talk about it or be open about it in public for fear they may be discriminated against. They could get hurt or not get the same chances as everyone else does. It is nice to know there are many, but I wish we all could be open about it.

Several of the students described the community as "close knit."

The visibility and prominence of organizations was also mentioned across all of the student responses. Lambda and GLOBES were mentioned most often. For example, one student wrote:

Lambda and GLOBES are vibrant, visible organizations. There is strength in numbers.

Many of the students also found Allies & Friends and the Women's Studies Student Organization (WSSO) to be groups they could turn to for support. This comment is representative of the student responses:

There are so many people at UGA, the groups that are supportive to queer students are fairly large, i.e. Lambda, WSSO, Allies and Friends and GLOBES.

Theme 9: Prejudice, Fear and Hostile Environments

Anti-gay sentiments (prejudice) at UGA and in the city of Athens caused students to report fear as a primary condition. As previously mentioned, some specific times and sites for hostility included residence halls and classrooms, football events, evenings, and the town of Athens. LGBTQ students attributed several interlinked factors related to antagonism toward them, especially heterosexism, regional culture and religion.

Fear manifested itself in a variety of contexts. One student reported that her/his sexual orientation resulted in:

...living in fear of your professor giving you a worse grade or your classmates shunning or harassing you or being beaten down when walking home from a club or restaurant.

One student recounted the following:

A friend's dorm room was trashed and things were stolen. He was gay — it was obviously a gay hate crime. His straight roommate's things were left untouched.

Another individual expressed that:

the lingering threat of been harassed is always present.

Silence and voicelessness were reported to be a part of the UGA environment, as illustrated in the statement:

When people are constantly expressing disapproval against gays... it is often hard to talk about the subject matter.

Another student commented:

When I do disclose, I often still have to deal with jerks who make insensitive or intolerant remarks in class and don't seem to think that their comments apply to me.

Yet, some students resisted oppression and quiescence and reported that they challenged their marginalized status. This was expressed by LGBTQ students in the following ways:

I wish going to class didn't require getting up on a soapbox to defend myself.

Sometimes in class I want to stay anonymous and just fit into class with every other generic person, but as an activist I can't hear the people degrade the gay community without defending it.

For a small number of students, UGA was a better alternative than the environments from which they came, as exemplified by the remark:

I can be open on campus and can't be in my hometown or around my parents or my extended family.

Theme 10: Self-Acceptance, Coping, Being "Out," Personal Struggles

Students were at many different stages in management of their identities on campus. As reflected in Table 3, only two students (2.4%) responded that they were "not open" about their sexual orientation or gender identity at UGA.

The most common issue in this theme was "self-acceptance" in a society, culture, and locale that sent both overt and covert signals of disapproval and reproach.This is reflected in students' responses about their difficulties:

Learning to accept myself and my sexuality despite the negative reaction the public and even my family and church has for homosexuals.

Only my close friends know I am gay and they are all gay too. I am not out to anyone in my classes or work, so I haven't been threatened about my sexual orientation, but I know many who have been threatened.

For me [one of] the most difficult challenges [is] seeing the myths persist … so many young people think homosexuality is sick or perverse. I feel that they should know better by now.

The challenge at UGA is how to be open, happy and comfortable with your sexuality at such a conservative school.

My most difficult challenge is dealing with depression due to my sexual orientation. It affects my relationship with other people, my parents, and schoolwork.

Other difficulties around identity management included: *Deciding whether or when to come out to fellow students and faculty.*

Another individual commented:

Fellow students assuming that you are "straight" like they are.

For some, while coming out was not easy, the results were acceptable, as illustrated in the statements:

As a student and staff member I come in contact with various groups. The only time I had difficulty was with myself in coming out to my bosses and supervisors. It was no big deal once I did, however.

I have been concerned about my role as a TA — I am very out and my partner is also — so it is fairly obvious. I have worried that I might alienate some of my young students — although this has not been a problem to date.

Students navigated feelings of fear and isolation in various ways, as shown in the following comments:

The best plan is to get to know people very well before coming out, this way you can maybe predict their reaction.

I am sure people have had "bad" reactions to me, however, I systematically try not to pay attention — therefore I don't know what they are doing — can't answer yes or no. In other words, I block out bad comments/reactions — I know they actually happen sometimes and sometimes not.

Theme 11: Internalized Homophobia, Acceptance of Substandard Conditions in Their Lifeworlds, and Dismissal of Oppression

Some LGBTQ students offered the suggestion that safety and acceptance issues were not problematic at first glance, but upon closer inspection a different view emerged:

UGA isn't overtly homophobic in my opinion, it's buried down a few layers. But that makes it much harder to face up to.

One item that stood out to the researchers in the analysis of the data was the way students used comparative language to discuss their experiences at UGA. This use of language suggests that while there were negative aspects to living at UGA and in Athens, as LGBTQ individuals some felt that their situation was not as bad as it could be. For example, students would often begin their written statements with qualifiers, such as "UGA is more open than most southern schools" or "After teaching elementary school...." Another student wrote, "For a southern town, Athens is fairly liberal." There was also a tendency to downplay and deny fears, classifying them, rather, as "discomfort." For example:

I've never felt unsafe or threatened. Overall, I am a trusting person. If I had to choose a time [when I had problems] it would be last year. Not all the time, but I can't remember an exact time. Several events took place: someone wrote FAGS on my roommate's and my door (he was gay as well). And a little later our board was stolen (and returned). That frightened some, but not much.

I've always felt safe at UGA. I had a friend who was sexually assaulted, but otherwise I haven't encountered hate or violence. My biggest problem is feeling uncomfortable and being treated differently once people found out I am gay.

Rationalizing and minimizing unacceptable behaviors were common, as seen in the following:

Personally I feel safe from physical violence, but it's disconcerting to think about how the people I know would react if I were open about my sexuality, as I'm sure it would be unexpected.

I have never really felt threatened on UGA campus. [But] I'm not really out on North Campus. I have felt unsafe or threatened [in] downtown Athens, by UGA students.

One may feel uncomfortable being out in classes, but I have not personally experienced any particular challenge.

No explicit homophobia, but heterosexism fostered by ignorance and university bureaucracy [is a challenge].

Theme 12: The Role of Culture, including Regionalism (Living in the Southeastern United States), Fraternities and Christianity

UGA itself was characterized as a "conservative school." Reasons given by students for difficulties encountered at the university included the "southern culture" that censors and marginalizes LGBTQ persons. For example, one respondent wrote:

UGA is a southern traditional school where people pride themselves on their rebel flags, big SUVs ... people become narrow-minded and prejudice runs rampant.

Another student offered:

The existence of a culture of prejudice and bigotry rooted in the perversion of southern heritage especially among fraternities [was] one of the most difficult challenges [at UGA].

It was commonly expressed that fraternity attitudes and actions offered challenges to students with same-sex orientation and gender variant identities. For example:

Speaking up for lesbian/gay rights before a class of right-winged individuals [and interaction with most] frat guys [are problems].

Some students self-identified as Christians or commented on specific anti-gay interpretations of Christianity as obstacles to campus safety and acceptance, as seen in quotes such as:

I am a Christian myself and I deeply regret the gauntlet of harassment GLBT students face from right-wing religious fanatics.

One individual expressed problems related to:

coming out...in the Bible belt.

And, another student found challenges in the context of:

the widespread assumption[s] of Christian-brand heterosexism.

One student mentioned being harassed by Christian students:

The only prejudice I have faced since most people assume I am straight is when confronted by members of various religious groups on campus. I have been surrounded by three people (of whom were members of some Christian organization) when they saw my rainbow pin, I was told I will go to hell unless I "start living right."

Southern culture, fraternities, and Christianity emerged as challenges to:

[being] open, happy and comfortable [at UGA].

Theme 13: The Role of Residence Hall Life In Shaping The Campus Climate

On occasion residence hall life was mentioned as particularly challenging. For example:

My most difficult challenge...right now is in the residence hall. The guys on my hall know that I am gay and they don't like it. They have treated me differently since finding out. Some will not talk to me and some have shunned me away. There are jokes made about me also but that is expected. I feel safe for the most part. I'm just uncomfortable.

Another student wrote:

Meeting other gay guys during my freshman year when I was living in a not so friendly environment of Russell Hall.

Theme 14: Relationships with Classmates, Peers and Supervisors

For some students, their sexual orientation or gender identity deeply affected relationships with others. Examples include:

Trying to "come out" in the most casual way possibly to not worry about it being an issue — that's the hardest. Not being able to fully let people get to know me, unless I feel completely sure and protected. I'll not tell anyone my sexual orientation because I do not want to take any risk.

I think it [the most difficult time] will be the time I come out to my own ethnic group.

Theme 15: Issues of Difference within Difference

Several students expressed concerns that a discourse around "difference within difference" was absent in conversations at UGA, as shown in the following:

[One challenge is the] lack of a visible gay minority (black, Asian, etc) queer community.

As a queer woman of color I wasn't expecting much acceptance in Athens, but I was hoping that the fact that the university has three active queer groups on campus would mean some sort of progressive tendencies. Sadly, I feel more alienated here than anywhere I've been in this country.

Theme 16: Self-critique of LGBTQ Communities

On a few occasions, students expressed difficulties within the LGBTQ communities. For example, one expressed difficulty in:

trying to get students straight and gay to take a little interest.

RECOMMENDATIONS

The University of Georgia's educational mission states that one of its goals is "to foster the understanding of and respect for cultural differences necessary for an enlightened and educated citizenry." With regard to LGBTQ students, this goal is not being met. Based on the data presented, the Campus Climate Research Group makes the following recommendations:

■ Full implementation, publication, and enforcement of the university's anti-discrimination policy (Appendix 2) to safeguard against hate speech, anti-gay behavior and violence and uphold the rights of LGBTQ students (as well as faculty, staff and administrators).

■ Greater responsiveness by the newly created Office of Institutional Diversity (OID) to LGBTQ issues, recognizing that sexual orientation and gender identity are the main commonalities across all marginalized as well as mainstream groups. This could be accomplished by initiating a university-wide advisory committee to OID for LGBTQ affairs.

■ Creation and support (including budgeting) of a permanent, staffed Resource Office for LGBTQ faculty, staff and students.

■ Endorsement and support of the current initiative to create a Safe Space Program at the University of Georgia.

■ Endorsement and support of current efforts by the Office of the Dean of Student Affairs to assist LGBTQ students.

■ Endorsement and support of the Department of Adult Education's efforts to establish diversity training throughout the university.

■ Endorsement and support of the Department of Adult Education's efforts to establish a Center for LGBTQ Issues in Education, focusing on the needs of adult populations (faculty and staff training; teacher in-service; and continuing professional development).

■ Advocacy of further research and studies pertaining to the campus climate for LGBTQ students.

■ Increased educational programs for all UGA students related to sensitivity to issues of safety and acceptance of LGBTQ students, particularly those identified in the report (e.g. residence hall staff and fraternity members).

■ Increased educational programs and training related to issues of safety and acceptance of LGBTQ students for UGA's Campus Police. Anti-gay violence, hate crimes, and prejudice must be more clearly understood.

■ Establishment of closer relations with the Athens-Clarke County Police to ensure sensitivity to LGBTQ issues and to signal that the university will work with municipal authorities to eradicate anti-gay violence, hate crimes, and prejudice based on sexual orientation and gender identity.

■ Engagement in dialog with various faith families, especially Christian churches and communities, to establish better understanding about LGBTQ issues.

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APPENDIX 1:

List of Colleges and Universities That Have Conducted Campus Climate Surveys

<http://www.lgbtcampus.org/resources/campus_climate.html>

Campus climate surveys have been conducted by researchers at the following colleges and universities: Cabot College (March, 1995, Hayward, CA); California State University at Chico (1993); College of the Canyons (May 1995, Santa Calita, CA); Cornell University (August, 1987); Duke University (multiple years beginning 1991-1995); Emory University (1987); Harvard University (January 8, 1993); Indiana University (March, 1993, Bloomington, IN); Kansas State University (October, 1994); Metropolitan State College of Denver (October 20, 1992); Michigan State University (1992); Middle Tennessee State University (March 28, 1996); Northeastern University (May 18, 1992, Boston, MA); Oberlin College (November, 1990); Ohio State University (August 3, 1992); Pennsylvania State University (multiple years beginning 1987-1994); Princeton University (May 14, 1990); Rutgers University (1989); San Diego Community College District (May, 1996); Stanford University (March, 1995); Tufts University (May, 1993); University of Arizona (September, 1992); UC, Berkeley (1984); UC, Davis (September, 1991, 1992); UCLA (1990); UC, San Diego (1992; 1995; May, 1997); UC, Santa Cruz (1989; February, 1990); University of Colorado at Boulder (December 19, 1991; June, 1993); University of Connecticut at Storrs (March, 1992); University of Illinois at Chicago (1996); University of Illinois at Urbana-Champaign (April 16, 1987); University of Florida (1993); University of Maryland at College Park (November 6, 1996); University of Massachusetts at Amherst (June, 1985); University of Michigan (June, 1991); University of Minnesota (January 13, 1993; November 1, 1993); University of Nebraska at Lincoln (1992; 1994); University of North Dakota (Fall, 1997); University of Oregon (October 1, 1990); University of South Carolina (June 17, 1994); University of Virginia (Spring, 1989; November, 1994); University of Wisconsin at La Crosse (October, 1993); University of Wisconsin at Madison (January 23, 1993; April, 1997); University of Wisconsin at Milwaukee (December 20, 1994); University of Wisconsin at River Falls (1993); University of Wisconsin at Whitewater (Spring, 1994); Vanderbilt University (November 30, 1989; September 25, 1991); Vassar College (July, 1989); Wake Forest University (Spring, 1997); Washington State University (1995); Wesleyan University (not corroborated); and Yale University (April 3, 1986).

APPENDIX 2:

UGA's Sexual Orientation Non-Discrimination Policy

The University of Georgia strives to maintain a campus environment where all decisions affecting an individual's education, employment, or access to programs, facilities, or services are based on merit and performance. Irrelevant factors or personal characteristics that have no connection with merit or performance have no place in the University's decision-making process. Accordingly, it is the policy of the University of Georgia that an individual's sexual orientation is an irrelevant factor and shall not be a basis for making decisions relating to education, employment, or access to programs, faculties, or services.

Any employee of the University of Georgia who believes that he/she has been harassed or discriminated against because of sexual orientation should contact his/her immediate supervisor, the Employment and Employee Relations Department of the Human Resources Division, or the Equal Opportunity Office for appropriate action. Any member of the University community may also call upon the Equal Opportunity Office for counseling and advice. Although the University recognizes that it cannot control the behavior of outside organizations, it urges all external users of University facilities-including the military, ROTC, and private employers-to observe the principle of equal opportunity and non-discrimination on the basis of sexual orientation.

—Passed by the University Council on April 25, 1991

See <http://www.uga.edu/vpaa/polproc/fh/ch4.html/t_top#Orientation>

APPENDIX 3:

The University of Georgia

Safety and Acceptance at UGA: A Questionnaire for Students

Is the University of Georgia a comfortable place to study, live and recreate for students who identify as Lesbian, Gay, Bisexual, Transgender, Transsexual, Intersexual, Queer or Questioning (LGBTTIQQ)? This survey is being conducted by a group of concerned faculty, staff, students, and alumni who are interested in understanding the impact of students' sexual orientations on their experiences at UGA. It is being conducted in cooperation with Lambda Alliance, Allies and Friends, and GLOBES.

The questionnaire will take about (ES) fifteen minutes to complete. You do not have to answer all of the questions. When finished, please return the questionnaire in the attached post-paid envelope through the U.S. Postal Service or UGA's Interoffice/Campus mail. **Do not place your name or a return address on the completed questionnaire or the envelope.**

The experiences of LGBTTIQQ students must be understood, so let your voice be heard! Your answers are strictly anonymous. We promise to use the information you provide responsibly. It is hoped that our survey findings will be employed to improve the college experience for our community.

PLEASE RETURN THIS QUESTIONNAIRE AS SOON AS POSSIBLE, BUT NO LATER THAN DECEMBER 15 - **Thanks for participating!**

-The Campus Climate Research Group

PS—We need accurate data, so please submit only one questionnaire.

Note that completion and return of this questionnaire signals your voluntary (implied) consent to participate in the study. No one will contact you further on the basis of this questionnaire. Should you desire more information about the study, contact a *Campus Climate Research Group* member whose name appears on the Take-Home sheet that accompanies the questionnaire or the University of Georgia Institutional Review Board (IRB). Questions regarding your rights as a participant should be addressed to the IRB, Office of the Vice President for Research, UGA, 606A Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411. Telephone (706) 542-6514; E-Mail Address: IRB@uga.edu

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APPENDIX 3:

Questionnaire:

Part 1: Experiences Related to Comfort, Safety and Violence

1. Have you been shunned by people on campus because of your sexual orientation? (Please circle one answer)	YES	NO
2. Have you personally known someone who has been shunned because of her/his sexual orientation?	YES	NO
3. Have you seen anti-gay graffiti on campus?	YES	NO
4. Have you heard negative remarks or jokes about sexual orientation?	YES	NO
5. Have you experienced verbal harassment (such as hate speech) because of your sexual orientation?	YES	NO
6. Have you personally known someone who experienced verbal harassment (such as hate speech) because of her/his sexual orientation?	YES	NO
7. Have you experienced property destruction or vandalism because of your sexual orientation?	YES	NO
8. Have you personally known someone who has experienced property destruction or vandalism because of her/his sexual orientation?	YES	NO
9. Have you been threatened with physical violence because of your sexual orientation?	YES	NO
10. Have you personally known someone who was threaten with physical violence because of her/his sexual orientation?	YES	NO
11. Have you experienced physical violence (such as punching, kicking, spitting, etc.) because of your sexual orientation?	YES	NO
12. Have you personally known someone who has experienced physical violence (such as punching, kicking, spitting, etc.) because of her/his sexual orientation?	YES	NO
13. Do you feel safe in downtown Athens and other off campus locations?	YES	NO
14. Do you feel safe in your residence hall or apartment?	YES	NO N/A
15. Do you feel safe in classrooms and classroom buildings?	YES	NO
16. Overall, do you find UGA a safe place?	YES	NO

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APPENDIX 3:

Part II: Experiences Related to Acceptance and Prejudice

17. During your attendance at UGA, have you experienced prejudice in classes because of your sexual orientation? YES NO

18. While at UGA, have you experienced prejudice in your residence because of your sexual orientation? YES NO

19. Have you experienced prejudice in social settings at UGA because of your sexual orientation? YES NO

20. Have you experienced prejudice on the streets of downtown Athens because of your sexual orientation? YES NO

21. Have you experienced prejudice when dealing with faculty members because of your sexual orientation? YES NO

22. Have you experienced prejudice when dealing with university administrators or staff because of your sexual orientation? YES NO

23. Overall, have you experienced prejudice anywhere on the campus of UGA because of your sexual orientation? YES NO

24. If you have encountered problems due to your sexual orientation, has the official university response been adequate to your needs? YES NO N/A

Part III. Your Opinions and Insights

25. Think of the time when you felt **most unsafe or threatened** at UGA. Briefly describe. (You may attach additional pages.)

26. Briefly, describe the **most difficult challenges** at UGA as a lesbian, gay, bisexual, intersexual, transgender, transsexual, or queer person. (You may attach additional pages.)

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APPENDIX 3:

27. Briefly, describe **positive aspects** of life at UGA as a lesbian, gay, bisexual, intersexual, transgender, transsexual, or queer person? (You may attach additional pages.)

Part IV. Background Information

28. Which best describes your sexual orientation? (You may check several if appropriate.)
- ☐ Bisexual ☐ Gay ☐ Heterosexual ☐ Questioning
- ☐ Lesbian ☐ Intersex ☐ Queer ☐ Transgender
- ☐ Transsexual ☐ Other (please write in) _____

29. How open are you about your sexual orientation at the university? (Please check one.)
- ☐ Not open ☐ Open with a few trusted people
- ☐ Open with many people ☐ Open with most people
- ☐ Totally open

30. How open are you about your sexual orientation outside of the university?
- ☐ Not open ☐ Open with a few trusted people
- ☐ Open with many people ☐ Open with most people
- ☐ Totally open

31. What year were you born? _____

32. What is your biological sex? ☐ Male ☐ Female ☐ Other _____

33. What are your racial and/or ethnic identities? _____

34. What is your academic major or department? _____

35. Which of the following best describes your residence at the university?
- ☐ Campus housing ☐ Off-campus housing
- ☐ Sorority/Fraternity House ☐ Other _____

36. What is your academic level?
- ☐ Freshman ☐ Senior
- ☐ Sophomore ☐ Graduate Student
- ☐ Junior

PLEASE DO NOT PLACE THE LAVENDER TAKE-HOME PAGE IN THE ENVELOPE WITH THE COMPLETED QUESTIONNAIRE!

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IN THE SHADOW OF THE ARCH

Here's what some lesbian, gay, bisexual, transgender, and queer students told us about the campus climate at The University of Georgia:

The most unsafe times I have experienced at UGA [are] football weekends. Gameday has become so focused on alcohol that once the fraternity boys get drunk no gay person is safe in their path — especially not lesbians.

A friend's dorm room was trashed and things were stolen. He was gay — it was obviously a gay hate crime. His straight roommate's things were left untouched.

I was cornered in [a] Russell Hall bathroom and taunted/teased for 15 minutes. I feared for my physical safety and afterwards did not feel safe in my residence hall.

I have never felt unsafe or threatened as related to being queer. I have felt the common fears a woman feels when walking alone, etc., but these are gender related and have nothing to do with sexuality.

I wish going to class didn't require getting up on a soapbox to defend myself.

There are many of us here, it's just no one wants to talk about it or be open about it in public for fear they may be discriminated against. They could get hurt or not get the same chances as everyone else does. It is nice to know there are many, but I wish we all could be open about it.

For me [one of] the most difficult challenges [is] seeing the myths persist … so many young people think homosexuality is sick or perverse. I feel that they should know better by now.

UGA is a southern traditional school where people pride themselves on their rebel flags, big SUVs … people become narrow-minded and prejudice runs rampant.

I am a Christian myself and I deeply regret the gauntlet of harassment GLBT students face from right-wing religious fanatics.

[a difficult challenge] Trying to get the administration to be a little brave on gay issues.

The university treats anti-gay behavior as an inevitable fact of life and places the blame for such behavior back on the gay person himself rather than educating those doing the harassing.

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